



Enhanced Further Learning

Year 10

Enhanced Further Learning: Art

<p style="text-align: center;">Easier Tasks 9 - 3</p> <p>AO1 – develop ideas through investigations, demonstrating critical understanding of sources. AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – record ideas, observations and insights relevant to intentions as work progresses.</p> <p>ART -Take a minimum of 20 photos on your mobile phone or camera of family members or friends pulling different facial expressions. Try sketching some of the images. Display creatively in your sketchbooks. AO2 & AO3</p> <p>Set up a Pinterest board for Portraits, research 5 different portrait artists – minimum 6 images per artist. Design creative pages to display your work / research. AO1</p>	<p style="text-align: center;">Harder Tasks 9-3</p> <p>AO1 – develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 – record ideas, observations and insights relevant to intentions as work progresses.</p> <p>ART - Use four pages in your sketchbook to produce some detailed portraits of people in the public eye Use what materials are available to you such as pencil, pen, crayon etc. Try to be creative. AO2 & AO3</p> <p>ART - Annotate and evaluate your study work. What went well, how can you develop your work? How have you been influenced? This could be an artist/photographer you have studied. AO1</p> <p>ART - Take a section of one of those images and zoom in on a large scale to produce a mix-media piece of work (card, tissue, paper, paint). AO2</p> <p>ART - Create a photomontage of a photo you have taken or of a person in the public eye. Then develop further by using materials influenced by artists you have look at / researched. AO2 & AO3</p> <p>ART - Look at the artists Kehinde Wiley or Ryan Pickart, two portrait artists' two different styles. Zoom in on a section of one of their portrait pictures; add tone, colour, and texture in the material/s of your choice. AO1, AO2 & AO3</p> <p>ART- Go to the Leeds City Art Gallery and tell me which portrait artists you have found and which ones have inspired you. Write down your findings. You will present a PowerPoint presentation based upon a portrait artist that you have picked yourself. The presentation must last for at least 5 minutes.</p> <p>You must be prepared to take questions from the class and staff. You will have one week to research and develop your PowerPoint (outside of lessons). AO1</p>
<p>Literacy Write the definitions of the following or use some of words in your annotations.</p> <p>Contoured, voluptuous, proportioned, luscious, well formed, attractive, photomontage, pimpled, weathered, wrinkled.</p>	
<p style="text-align: center;">Skills/Numeracy A* - G</p> <p>AO1 – develop ideas through investigations, demonstrating critical understanding of sources AO2 – refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – record ideas, observations and insights relevant to intentions as work progresses.</p> <p>ART - Timed Self-portrait – Give yourself 20mins to draw yourself using a mirror; try to add as much detail as possible. Try to stick to the time limit as this will improve your observational drawing skill. If you find this easy reduce the time limit e.g. 10 or 15 mins or use different materials such as charcoal, pen etc.</p> <p>ART - Pop Art style repetitive portrait picture using different facial expressions and changing the colour of each portrait you do. This idea could be used as a background for your work.</p> <p>ART - Using one of the images from your mobile phone/camera or one of the images of your people in the public eye; create a manipulation using Photoshop. (ask teacher for an example)</p>	

Enhanced Further Learning: **Health and Social Care**

<p>Easier Tasks P/M/D Tasks</p>	<p>Harder Tasks P/M/D Tasks</p>
<p>Create a table using PIES to show needs as people age. (P)</p> <p>Create a table showing three examples of gross motor skills and three examples of fine motor skills. (P)</p>	<p>Assess the impact bereavement may have upon social development in late adulthood. (D)</p> <p>Evaluate the emotional impact illnesses such as dementia can have upon the individuals spouse. (D)</p>
<p>Literacy</p> <p>Define social isolation and explain why it is a problem. (M)</p> <p>Think about the laws on retirement. Should men and women retire at the same age? Give detailed reasons for your answer. (D)</p>	<p>Create a health plan for a service user who is 18 years old, severely overweight and with limited mobility. (P)</p> <p>Find three examples of children's toys and explain how they would encourage development of fine motor skills. (P)</p>
<p>Skills/Numeracy P/M/D Tasks</p> <p>Create a social events plan for an elderly person living in supported accomadation. (P)</p> <p>Explain how it would help their social development. (M)</p> <p>Identify and explain the 7 key care values. (P)</p>	<p>Outline the ways that adults with physical disabilities can be supported to access leisure services. (P)</p> <p>Explain the barriers that can impact on adults with physical disabilities if they want to access leisure services. (M)</p>

Enhanced Further Learning: **Computing (Digital Media)**

Easier Tasks	Harder Tasks
<p>1.4 Wired and wireless networks Create a presentation that outlines 5 different pieces of hardware needed within a LAN network.</p> <p>Write a short essay that looks at the advantages and disadvantages of the cloud.</p> <p>Draw diagrams of the mesh and star networks and explain what the advantages and disadvantages of them.</p>	<p>1.8 Ethical, legal, cultural and environmental concerns Explain in bullet point form the key points from the following legislation:</p> <ul style="list-style-type: none"> - Data Protection Act 1998 - Computer Misuse Act 1990 - Copyright Designs and Patents Act 1988 - Creative Commons Licensing - Freedom of Information Act 2000 <p>Recently iPhone removed the headphone jack from their headphones. Write a short essay that explains how the customer and accessory developer stakeholders were affected.</p>
<p style="text-align: center;">Literacy Define the following keywords;</p> <p>Systems Architecture Memory Storage Wired and wireless networks Network topology Protocols Layers System Security Software</p>	<p>Create a poster that shows the differences between open source software and proprietary software.</p> <p>1.3 Storage Create a presentation that analyses the capacity, speed, portability, durability, reliability and cost characteristics of optical storage.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>1.2 Memory Explain the differences between RAM and ROM memory.</p> <p>1.6 System security Find and explain 5 different threats posed to a network.</p> <p>1.1 Systems architecture Explain on one a4 sheet of paper what the purpose of a CPU is within a computer.</p>	<p>Create a presentation that analyses the capacity, speed, portability, durability, reliability and cost characteristics of optical storage.</p>

Enhanced Further Learning: **Creative I-Media**

<p style="text-align: center;">Easier Tasks</p> <p>Creating a Multipage Website (Developing Skills)</p> <ol style="list-style-type: none"> 1. Define the keywords for this topic. 2. Collect the top 10 most used websites and explain why they are so popular. 3. Create a new logo for the Carr Manor website. 	<p style="text-align: center;">Harder Tasks</p> <p>Creating a Multipage Website (Reviewing) – P/M/D</p> <p>Task 1</p> <p>Review either EBay or Amazon website. You should include;</p> <ul style="list-style-type: none"> • Purpose. • Target Audience. <ul style="list-style-type: none"> ○ Age. ○ Gender. ○ Location. • Multimedia features included. • Popularity/Statistics.
<p style="text-align: center;">Literacy</p> <p>Write definitions for the following keywords:</p> <ul style="list-style-type: none"> • HTML. • CSS. • Layers. • Hyperlinks. • Href. • Body. • Head. 	<p>Creating a Multipage Website (Planning) – P/M/D</p> <p>Task 2</p> <p>Draw out a visualisation of the different pages of the Carr Manor website. Remember to include:</p> <ul style="list-style-type: none"> • Images. • Text. • Multimedia elements. • Internal/External hyperlinks. • Hex Colour Codes.
<p style="text-align: center;">Skills/Numeracy</p> <p>Creating a Multipage Website – P/M/D</p> <p>Come up with an idea for you own version of the Carr Manor website. Create a mind map of the structure of the website (must be a minimum of 6 pages).</p>	<p>Creating Digital Graphics (Creating) – P/M/D</p> <p>Task 3</p> <p>Create a set of navigational rollover buttons for the website (2 buttons for each – with slight change). Use the Internet to source images/information (from the real Carr Manor website) to use on your version.</p>

Enhanced Further Learning: **Product Design**

<p style="text-align: center;">Easier Tasks</p> <p>2 Mark questions (C-G) Task - Write a definition of "Batch production".</p> <p>Task - Explain when batch production would be an appropriate scale of production.</p> <p>Task - Name 3 examples of products that might be batch produced.</p>	<p style="text-align: center;">Harder Tasks</p> <p>3 Mark Question (A*-G) Task - Design and annotate a product that would be suitable for batch production in a school.</p> <p>4 Mark Question (A*-G) Task – Explain the different between one off and continuous production. Give an example product made using each method. (QWC is assessed here)</p>
<p>Literacy</p> <p>1 Mark (C-G) <i>Define these key words:</i></p> <ul style="list-style-type: none"> • Batch production • One off production • Continuous production • Just in time • Mass production 	<p>Task - Produce revision cards that explain the main points of batch production using examples of products.</p> <p>6 Mark Question (A*-G) Task - Create production plan for a batch produced product, showing the stages of assembly, health and safety considerations, components used, quality control and quality assurance.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>2 mark questions (C-G) Task - Find out about the production of a product of your choice. Create a leaflet explaining how quality control, quality assurance and tolerance are considered.</p> <p>4 mark questions (C-G) Explain the pros and cons of batch production.</p>	<p>Task - Create a flowchart to show how to batch produce cupcakes in school. Include quality assurance and quality control in the feedback loops.</p>

Enhanced Further Learning: **English**

<p style="text-align: center;">Easier Tasks</p> <p><u>GCSE Literature Paper 2 poetry comparison (AO1LIT /AO2LIT)</u> Create a 5x3 grid to create a visual guide for the 15 cluster poems. In each box, one iconic image is needed to represent one poem. These can be used in the classroom for a wall display.</p> <p>GCSE Literature Paper 1 and 2 (AO1LIT /AO2LIT) Choose a character from one of your literature texts. Imagine what you would find if you emptied their wallet or pockets. You can use the grid again to draw a picture of the each item in each box.</p>	<p style="text-align: center;">Harder Tasks</p> <p>GCSE Literature Paper 1 and 2 (AO1LIT, AO2LIT, AO3LIT) Create a leaflet for each text you have studied including info on:</p> <ul style="list-style-type: none"> • Plot • Context • Characters • Main Themes • Memorable Quotes • The writer's message/viewpoint <p>GCSE Language Paper 1 – Unseen 19th century extract Read the extract and answer the following questions:</p> <ol style="list-style-type: none"> 1. In the first paragraph, find two phrases to describe what the star looked like. 2. In paragraph 4, how does the writer use language and structure to describe the fallen star? 3. In this extract H.G Wells is attempting to create a sense of fear. Evaluate how successfully he achieves this. <ol style="list-style-type: none"> a) Label every quotation linking to fear b) Score each quotation 1-3 where: <ul style="list-style-type: none"> 1 = intense fear 3 = quite fearful 3 = a bit creepy c) Consider build up moments too. d) Write up an answer evaluating fear in the extract. e) Always explain your judgements.
<p style="text-align: center;">Literacy</p> <p>GCSE Language Paper 1 – writing question Write about a time when you, or someone you know, felt let down. Your response could be real or imagined. Use:</p> <ul style="list-style-type: none"> - similes/metaphors/personification - adjectives - adverbs - range of sentence types - range of punctuation - thoughtful paragraphs 	
<p style="text-align: center;">Skills/Numeracy</p> <p>GCSE Literature Paper 1 and 2 (AO1LIT /AO2LIT) Create a 5x3 grid to contain one image per character for each of your reading books. When you bring it into class you can explain why your images represent the characters best. Desserts (skills or numeracy)</p>	

H.G Wells: The War of the Worlds

Then came the night of the first falling star. It was seen early in the morning, rushing over Winchester eastward, a line of flame high in the atmosphere. Hundreds must have seen it, and taken it for an ordinary falling star. Albin described it as leaving a greenish streak behind it that glowed for some seconds. Denning, our greatest authority on meteorites, stated that the height of its first appearance was about ninety or one hundred miles. It seemed to him that it fell to earth about one hundred miles east of him.

I was at home at that hour and writing in my study; and although my French windows face towards Ottershaw and the blind was up (for I loved in those days to look up at the night sky), I saw nothing of it. Yet this strangest of all things that ever came to earth from outer space must have fallen while I was sitting there, visible to me had I only looked up as it passed. Some of those who saw its flight say it travelled with a hissing sound. I myself heard nothing of that. Many people in Berkshire, Surrey, and Middlesex must have seen the fall of it, and, at most, have thought that another meteorite had descended. No one seems to have troubled to look for the fallen mass that night.

But very early in the morning poor Ogilvy, who had seen the shooting star and who was persuaded that a meteorite lay somewhere on the common between Horsell, Ottershaw, and Woking, rose early with the idea of finding it. Find it he did, soon after dawn, and not far from the sand pits. An enormous hole had been made by the impact of the projectile, and the sand and gravel had been flung violently in every direction over the heath, forming heaps visible a mile and a half away. The heather was on fire eastward, and a thin blue smoke rose against the dawn.

The Thing itself lay almost entirely buried in sand, amidst the scattered splinters of a fir tree it had shivered to fragments in its descent. The uncovered part had the appearance of a huge cylinder, caked over and its outline softened by a thick scaly dun-coloured incrustation. It had a diameter of about thirty yards. He approached the mass, surprised at the size and more so at the shape, since most meteorites are rounded more or less completely. It was, however, still so hot from its flight through the air as to forbid his near approach. A stirring noise within its cylinder he ascribed to the unequal cooling of its surface; for at that time it had not occurred to him that it might be hollow.

He remained standing at the edge of the pit that the Thing had made for itself, staring at its strange appearance, astonished chiefly at its unusual shape and colour, and dimly perceiving even then some evidence of design in its arrival. The early morning was wonderfully still, and the sun, just clearing the pine trees towards Weybridge, was already warm. He did not remember hearing any birds that morning, there was certainly no breeze stirring, and the only sounds were the faint movements from within the cindery cylinder. He was all alone on the common.

Enhanced Further Learning: **GCSE Food and Nutrition**

Easier Tasks	Harder Tasks
<p>AO: Nutrients (1-4)</p> <p>Task: Explain the importance of protein in the diet.</p> <p>Task: Explain the importance of fats and oils in the diet.</p>	<p>AO: Nutrients (1-9)</p> <p>Task: Create a meal for marathon runner to eat the night before they are competing. Explain why the meal is appropriate.</p> <p>Task: Write a paragraph explaining what sugar carbohydrates and complex carbohydrates are. Explain the difference between the two.</p>
<p>Literacy</p> <p>AO: Nutrients (1-9)</p> <p>Task: Give three examples of low biological value (LBV) protein sources.</p> <p>Task: Give three examples of high biological value (HBV) protein sources.</p> <p>Task: Explain the term- protein complementation</p>	<p>Task: Create a revision poster which explains why you need to have the following micronutrients in the diet (Vitamin A, Vitamin C, Vitamin D, Vitamin E, Vitamin K, Vitamin B1, B2, B3, B9, B12).</p> <p>Task: Create a revision poster which explains why you need to have the following micronutrients in the diet (Calcium, Iron, Sodium, Fluoride, Iodine and Phosphorous).</p>
<p>Skills/Numeracy</p> <p>AO: Nutrients (5-7)</p> <p>Task: Create a table which explains how much of each macronutrient (protein, fats and oils, carbohydrates) and how much micronutrients (vitamins A,D,E,K, B group vitamins and Vitamin C, Calcium, iron, Phosphorous, Fluoride, Iodine) an adult should consume each day.</p> <p>Challenge task: Cook one of the dishes you have made in class at home. Change or add a variety of ingredients to make it suitable for a different target group. Write a paragraph explaining how successful you think it went, and explain the nutrients in the meal and how they met the needs of the target group you have identified.</p>	<p>(Challenge: vitamins and minerals do children need to consume more of and why)?</p> <p>Task: Create a revision poster explaining why water is needed in the diet, and what happens when you do not drink enough water.</p>

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
<p>Task – What is an ecosystem?</p> <p>Task – Draw and annotate the 4 layers of the rainforest.</p> <p>Task – Label on a World map the deserts of the world.</p>	<p><u>GCSE Questions</u></p> <p>'Explain and describe the features of a small-scale ecosystem in the UK'. (4 Marks)</p> <p>'Using a named example, explain how change can have short-term and long-term effects on an ecosystem'. (6 Marks)</p> <p>'Describe the global pattern of tropical rainforest ecosystem' (6 Marks)</p> <p>'Describe and explain the main plant adaptations in a tropical rainforest environment' (6 Marks)</p> <p>'The rainforest is more valuable when left intact than when destroyed' Using a case study, use examples to support or challenge this view' (9 Marks)</p> <p>'Explain how plants and animals have adapted to hostile conditions in hot deserts'. (4 Marks)</p> <p>'Explain how deserts like the Thar Desert can provide opportunities for development'. (6 Marks)</p>
<p>Literacy</p> <p>Define the following key terms:-</p> <p>Food web</p> <p>Food Chain</p> <p>Biome</p> <p>Desertification</p> <p>Tropical Rainforest</p> <p>Deforestation</p> <p>Nutrient Cycling</p> <p>Ecotourism</p>	
<p>Skills/Numeracy</p> <p>Task - Shade on World map and use a key to show the World biomes.</p> <p>Task – Draw a food web to represent a temperate woodland. (4 Marks)</p>	

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p>Exam grades 1-9</p> <p>Who was more significant in the development of medieval medicine, Hippocrates or Galen?</p> <p>How significant do you think John Arderne is in the story of medieval surgery?</p> <p>Who was St John of Bridlington?</p> <p>What was the main role of the first hospital?</p>	<p>Exam grades 1-9</p> <p>Create revision cards for the medieval Period.</p> <p>Create a chart to explain what was the most important factor affecting medieval medicine.</p> <p>Write a report investigating what public health might have been like in a medieval town. Include facts, figures and explanation of the impact they had on society.</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key words;</p> <ul style="list-style-type: none"> • Supernatural • Diagnosis • Public Health • Monastery • Apothecary • Progress • Bath- house 	<p>Write a new paper article about the Black Death.</p> <p>Exam Questions: Compare The work of Galen and Hippocrates. In what ways were they similar? (8 marks)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Research: The Theory of the Four Humours.</p> <p>Create: A help guide for a medieval doctor.</p> <p>Make: A mindmap explaining how religion affected medicine in the medieval period.</p>	<p>How important was war to medical progress in medieval times? (16 marks)</p> <p>To what extent did hospitals reflect the Church's views on illness, medicine and health? (16 marks)</p>

Enhanced Further Learning: **Maths (Foundation)**

<p style="text-align: center;">Easier Tasks Grade 1/2</p> <p>1. Work out the following percentages of 320: a) 40% b) 35%</p> <p>2. £49 are shared between John and Adam in a ratio of 4 : 3. Work out how much money each boy gets.</p> <p>3. If you roll an unbiased dice, what is the probability that you will get</p> <p>a) 6? b) an even number? c) 7? d) a square number?</p>	<p style="text-align: center;">Harder Tasks</p> <p><u>Percentages</u> Grade 2/3</p> <p>1. Every year a school library likes to replace 4% of their books. One year the library had 2400 books. How many books did they not replace?</p> <p>2. In a school 15% of pupils bring packed lunch. $\frac{2}{5}$ of the pupils eat hot dinner and the rest of the pupils get something from the shop. There are 640 pupils in the school, how many of the get something from the shop?</p> <p><u>Ratio</u> Grade 3</p> <p>1. Soft drinks Coke, Fanta and Vimto were bought for a school disco in a ratio of 10 : 5 : 3. The school bought 80 cans of Fanta. How much coke did they buy? How much Vimto did they buy?</p>
<p style="text-align: center;">Literacy Grade 2</p> <p>1. Can you name 4 words to do with probability and give their definitions?</p> <p>2. Write a paragraph explaining what a fraction is to someone who has never learned Maths in school. You will be marked on spelling, punctuation and grammar.</p>	<p><u>Graphs</u> Grade 2</p> <p>1. Write down the linear graph equation with gradient -2 and y-intercept 4.</p> <p>2. Complete a table of values for the graph $y = 2x + 1$ for $x = -2, -1, 0, 1, 2$ and hence draw the graph of $y = 2x + 1$.</p> <p><u>Probability</u> Grade 2/3</p> <p>The following letters are put in a bag:</p>
<p style="text-align: center;">Skills/Numeracy Grade 3</p> <p>1. Can you roll a dice 50 times and record how many times each of the numbers appear. How does that compare with the one in six chance of getting each number?</p> <p>2. Can you create a ratio money problem that would involve 8 parts where the first person would get £10?</p>	<p style="text-align: center;">M A T H E M A T I C A L</p> <p>1. Steve takes a letter at random. What is the probability that he takes a letter A? What is the probability that he does not take a letter M?</p> <p>2. Richard picks an M and keeps it. Sue now takes a letter from the ones remaining. What is the probability that she takes a letter T?</p>

Enhanced Further Learning: **Maths (Higher)**

<p style="text-align: center;">Easier Tasks Grade 2/3</p> <p>b. Continue these sequences. Can you write down the rule for them? a) 3, 7, 11, 15, b) 6, 12, 24, 48, ...</p> <p style="text-align: center;">Grade 4/5</p> <p>2. Y is directly proportional to x. When $x = 12$, $y = 3$. Write down the equation relating these.</p> <p style="text-align: center;">Grade 2/3</p> <p>3. £49 are shared between John and Adam in a ratio of 4 : 3. Work out how much money each boy gets.</p> <p style="text-align: center;">Grade 4/5</p> <p>4. The length of one side of a triangle is given as 4.5 to the nearest tenth. Express the rounding error for the length using inequalities.</p>	<p style="text-align: center;">Harder Tasks</p> <p>Sequences Grade 3/4</p> <p>1. Can you work out the sum of the sequence -8, -5, -2, ..., 7.</p> <p>2. Work out the nth term for the sequence 54, 18, 6, 2, ... , stating the name of the type of sequence.</p> <p>Proportion Grade 4/5</p> <p>1. The cost of a badge is directly proportional to the square of its radius. The cost of a badge with radius of 2cm is 68p. a) Find the cost of a badge of radius 2.4 cm. b) Find the radius of a badge costing £1.53.</p> <p>Graphs Grade 4/5</p> <p>1. Find the equation of each of these lines: a) Passing through (2, -2) with gradient 2 b) Passing through (1, -1) and (3, 3)</p> <p>2. Find the point of intersection of the graphs $y = 2x - 1$ and $x + y = 5$ by completing the tables for each and drawing them on the same grid (make sure both of your axis go from -5 to 5 at least).</p> <p>Bounds Grade 6/7</p> <p>1. Amy scores 11590 points on a new game, to the nearest 10. Bill scores 11600 points to the nearest 100. Who did better? Justify your answer.</p> <p>2. Andy is building a garden fence out of planks. The planks are 15 cm wide to the nearest cm. He needs to make 76 m of fencing altogether, correct to the nearest metre. How many planks does he need to order to make sure he has enough to complete the fence?</p>
<p style="text-align: center;">Literacy Grade 4/5</p> <p>1. Can you list all the words associated with limits of accuracy and explain what is meant by each one of them.</p> <p style="text-align: center;">Grade 4/5</p> <p>2. Write (in your own words) how to find the gradient and y-intercept for a linear graph.</p>	
<p style="text-align: center;">Skills/Numeracy Grade 4/5</p> <p>1. Can you draw two different lines that are a) parallel, b) perpendicular to each other. What do you notice about their gradients? 2. Create a worded direct proportion question that would have 10 as the constant of proportionality (k).</p>	

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words linked to home and local area.</p> <p>Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>Create a grammar grid to help you learn the conjugation of imperfect verbs.</p>	<p>Translate passage 1 into English (you can collect this from your classroom). Translate passage 2 into English (you can collect this from your classroom). Translate passage 3 into French (you can collect this from your classroom). Translate passage 4 into French (you can collect this from your classroom).</p> <p>Reading Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingf/ and click on how green are you - do the revise and test section on paper.</p>
<p>Literacy</p> <p>la maison – house la ville – town les meubles – furniture il y a – there is il y avait – there was a – has avait – had/used to have je voudrais – I would like</p> <p>Grammar revision – Foundation and Higher Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/french/grammar/ and click on verbs.</p>	<p>Reading Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/french/readingh/ and click on lifestyle and social issues - do the revise and test section on paper.</p> <p>Listening Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningf/ and click on finding the way – do the revise and test section on paper.</p> <p>Listening Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/french/listeningh/ and click on getting around – do the revise and test section on paper.</p>
<p>Skills/Numeracy</p> <p>Vocabulary revision – Foundation and Higher Search Carr Manor Year 10 French on quizlet for vocabulary practice and games. Create your own set of vocabulary games on quizlet.</p>	<p>Write an answer to the following questions in French:</p> <ol style="list-style-type: none"> 1) Décris ta ville. 2) Tu aimes ta maison?

Enhanced Further Learning: **Spanish**

Easier Tasks	Harder Tasks
<p>Vocabulary revision – Foundation and Higher Make a revision mindmap of key words linked to home and local area.</p> <p>Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>Create a grammar grid to help you learn the conjugation of imperfect verbs.</p>	<p>Translate passage 1 into English (you can collect this from your classroom). Translate passage 2 into English (you can collect this from your classroom). Translate passage 3 into Spanish (you can collect this from your classroom). Translate passage 4 into Spanish (you can collect this from your classroom).</p> <p>Reading Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingf/</p>
<p>Literacy</p> <p>la casa – house la ciudad – city el pueblo – village los muebles – furniture hay – there is había – there was tiene – has tenía – used to have/had me gustaría – I would like</p> <p>Grammar revision – Foundation and Higher Revise the use of tenses: http://www.bbc.co.uk/schools/gcsebitesize/spanish/grammar/ and click on verbs.</p>	<p>and click on the world around us: around the town - do the revise and test section on paper.</p> <p>Reading Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/readingh/ and click on the world around us: shopping - do the revise and test section on paper.</p> <p>Listening Foundation: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/ and click on out and about – do the revise and test section on paper.</p>
<p>Skills/Numeracy</p> <p>Vocabulary revision – Foundation and Higher Search Carr Manor Year 10 Spanish on quizlet for vocabulary practice and games.</p> <p>Create your own set of vocabulary games on quizlet.</p>	<p>Listening Higher: go to http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningh/ and click on my region – do the revise and test section on paper.</p> <p>Write an answer to the following questions in Spanish:</p> <ol style="list-style-type: none"> 1) ¿Cómo es tu barrio? 2) ¿Te gusta tu casa?

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Easier Tasks	Harder Tasks
<p style="text-align: center;">Pass/Merit/Distinction</p> <p>Starters (easier tasks):</p> <ul style="list-style-type: none"> -Name the six physical components of fitness -Name the five skill components of fitness. -What two methods can be used to calculate your heart rate and training intensity? - Name the FITT Principles of training. - Name three additional principles of training. 	<p style="text-align: center;">Pass/Merit/Distinction</p> <p>Mains (more challenging tasks)</p> <ul style="list-style-type: none"> -Choose a sports person and create a piece of work (written, poster, PowerPoint, video) naming the most important physical and skill components of fitness that you feel are required for that sports person. - Now explain why you have chosen these components. - Now justify your choices.
<p>Literacy</p> <p>Key words – literacy links</p> <p>Define the following:</p> <ul style="list-style-type: none"> -Physical Components: Aerobic endurance, muscular endurance, flexibility, speed, muscular strength, body composition. -Skill Components: Agility, balance, coordination, power, reaction time. -Exercise Intensity: Rating of perceived exertion (Borg's Scale). Heart Rate. -Principles of training: Frequency, intensity, time, type -Additional Principles of training: Progressive overload, reversibility, adaptation, rest and recovery, individual differences, variation, specificity. 	<p style="text-align: center;">Pass/Merit/Distinction</p> <ul style="list-style-type: none"> -Produce an information leaflet, advert or poster which will enable a person to calculate their maximum heart rate, upper training zone and lower training zone. - Produce an information booklet that can be given to a junior sports team to explain why it is important that a sports person knows what their upper and lower training zones are. You should also explain the importance of keeping their heart rate in these training zones.
<p style="text-align: center;">Skills/Numeracy</p> <p style="text-align: center;">Pass/Merit/Distinction</p> <p>Desserts (add-ons) - try to link to numeracy or skills.</p> <ul style="list-style-type: none"> -What are the following components of fitness measured in? a. Muscular Strength b. Speed c. Flexibility d. Power - Calculate the upper and lower training zones for a 15 year old basketball player. Maximum heart rate = $220 - \text{Age}$ Upper training zone = 85% Lower training zone = 60% - If a person rates their perceived exertion as being 17, what is their HR bpm? - What is the least number of times per week a person should train for if they want to apply the principle of progressive overload. 	<p style="text-align: center;">Pass/Merit/Distinction</p> <ul style="list-style-type: none"> - Produce your own Borg's Rating of Perceived Exertion Scale which includes the number and relevant exercise intensity wording. - Somewhere on your scale, explain or use an equation for how you can convert the exercise intensity figure into heart rate beats per minute (HR bpm). <p style="text-align: center;">Pass/Merit/Distinction</p> <ul style="list-style-type: none"> - You are working as a personal trainer and have been asked to create a personal training programme for an 18 year old Rugby player. They are just returning back to training after having six weeks off with a shoulder injury. You must include the FITT principles of training and consider appropriate additional principles of fitness. - Try to be specific and give recommended number of set and reps / lengths of training / weights, speeds etc.

Enhanced Further Learning:
Performing Arts

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Easier Tasks	Harder Tasks
<p>P/M/D –Unit 1 Individual showcase:</p> <p>2. What skills are needed in order for a dancer to rehearse solo dances effectively?</p> <p>P/M/D/ 1 PPP Drama Write a short description of an effective rehearsal to be used in a Year 7 lesson.</p> <p>What is a conscience alley in drama?</p> <p>What are what if situations in drama?</p> <p>Who was Stanislavsky?</p> <p>What are given circumstances in drama?</p>	<p>P/M/D/ unit 1-individual showcase: Watch the following dance videos of solos.</p> <p>https://www.youtube.com/watch?v=gfnv5PoWUMw https://www.youtube.com/watch?v=OSAmBPRID9E https://www.youtube.com/watch?v=MxgTidnhtlo</p> <p>Which is the better solo? Can you explain Why? Can you explain how the other solos need to improve to show better dance skill technique?</p> <p>P/M/D/ 1 PPP Drama Download a script from the internet.</p> <ol style="list-style-type: none"> 1) Read carefully 2) Write a short description of the characters, based on what you have understood and inferred from the script. 3) Make detailed notes on the sub-text of what each character says. 4) Complete a roll on the wall for one of the characters.
<p style="text-align: center;">Literacy</p> <p>P/M/D Unit 1 Individual showcase: What is contradiction? What are the possible meanings? How might you relate this to a dance? How might you relate this to a monologue? What themes might there be to show this?</p> <p style="text-align: center;">P/M/D Acting Skills :</p> <p>Down load a monologue from the internet. Annotate the use of adjectives, pronouns and verbs.</p>	<p>Imagine you are going to put on a play of a popular fairy tale. Create a file of production notes.(Assume you have a script)</p> <ol style="list-style-type: none"> 1) Make a list of characters and add suggested costume ideas. 2) Write a list of activities and exercises you will use as part of your rehearsal schedule. Give reasons as to why you have chosen them, explaining how they will help your actors.
<p style="text-align: center;">Skills/Numeracy</p> <p>p/m/d unit 1 individual showcase: Create 6 lots of 8 steps to the theme of tragedy. What actions/movements will you use? Why? How will you find ideas? How can you show this theme clearly?</p> <p>P/M/D/Unit 1 – individual showcase</p> <p>Look at the script you downloaded from the internet. Add notes on the blocking and subtext.</p>	<ol style="list-style-type: none"> 3) You will be performing to a live paying audience in the school building. Make a to do list to organise this. Consider <ul style="list-style-type: none"> -where and when this will take place -which staff members will need to be involved -how many members of the audience there will be -how you will keep track of who is coming.

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Easier Tasks	Harder Tasks
<p>P – List all the Jobs that are available in the Performance side of the music industry. P – List all the jobs that are available in the Management and Promotion side of the Music industry P – List all the jobs available in the Recording side of the industry.</p>	<p>M/D – Explain how the jobs in the Performance side of the music industry link together. M/D – Explain how the jobs in the Management and Promotion side of the music industry link together. M/D – Explain how the jobs in the Recording side of the music industry link together.</p>
<p>Literacy</p> <p>Describe the jobs of the following:</p> <p>Musician Artistic Manager Promotion Compose / Arranger Musical Director Studio Manager A+R</p>	<p>M/D – Explain the key responsibilities for the job roles: Musician Artistic Manager Promotion Compose / Arranger</p> <p>M/D – Describe as a musician the steps you need to take to get a ‘break’ in the music industry.</p>
<p>Skills/Numeracy</p> <p>You are a musician preparing to release an album on a major record label:</p> <ol style="list-style-type: none"> 1. Explain four people you would need to work with to make the process successful 2. Explain why you might employ a stylist. 3. Explain how you would make the public aware of your album. 	<p>M/D – Explain the people you would need o work with in order to create and record an album.</p>

Enhanced Further Learning: **RE**

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder Tasks</p>
<p style="text-align: center;"><u>Exam knowledge for A-D questions</u></p> <p>Create a story board of Jesus' last week.</p> <p>Explain what Christians learn about Jesus and Creation from John chapter 1?</p>	<p style="text-align: center;"><u>Exam skills grades 3-9</u></p> <p>A) Outline three beliefs about the Trinity (3 marks).</p> <p>B) Describe two ways the incarnation influences how Christians act (4 marks).</p>
<p>Literacy</p> <p>Define the following words and explain the significance to Christians.</p> <p>Incarnation Salvation Christology Transcendence Immanence Trinity Judgment Eschatology Resurrection Parables Sin</p>	<p>B) Explain why salvation is important to Christians (4 marks).</p> <p>C) Explain two different Christian solutions to the problem of evil and suffering. In your answer you must refer to a source of wisdom and authority (5 marks).</p> <p>D) 'Jesus had to die' Evaluate this statement considering arguments for and against. In your response, you should: Refer to Christian teachings Reach a justified conclusion (12 marks)</p> <p>D) 'The Christian creation stories are irrelevant for today' Evaluate this statement considering arguments for and against, you should: Refer to Christian teachings Reach a justified conclusion (12 marks)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Produce a spider diagram on beliefs about creation; separating the literal and non-literal interpretations.</p> <p>Create a leaflet that guides people through Christian beliefs about life after death: what happens after death, to who, what people should do now.</p>	<p>D) 'Suffering proves God does not exist' Evaluate this statement considering arguments for and against, you should: Refer to Christian teachings Reach a justified conclusion (12 marks)</p>

Enhanced Further Learning: **Biology**

<p style="text-align: center;">Easier Tasks</p> <ol style="list-style-type: none"> 1. Define the word ecosystem and give two examples of ecosystems. 2. Describe what parasites and mutualists are, and give some examples. 	<p style="text-align: center;">Harder Tasks</p> <ol style="list-style-type: none"> 1. Describe different levels of organisation in an ecosystem, from individual organisms to the whole ecosystem. (Grade 3) 2. Describe the importance of interdependence and competition in a community. (Grade 4) 3. Explain what discontinuous and continuous variation are, and give examples of both. (Grade 4) 4. Explain the terms haploid and diploid. (Grade 4) 5. Demonstrate how gender is determined using a punnet square (Grade 5) 6. Predict the outcome of crossing a heterozygous tall pea plant with a homozygous recessive dwarf pea plant by using a punnet square. (Grade 6) 7. Explain the role of meiotic cell division in halving the chromosome number to form gametes. (Grade 7)
<p>Literacy.</p> <p>Define the following key words: Population Habitat Abiotic Biotic Interdependence</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p>Calculate the ratio of brown to blue eyed offspring when parents of the following genotypes reproduce: Mum: Bb and Dad: Bb</p>	

Enhanced Further Learning: **Chemistry**

Easier Tasks	Harder Tasks											
<ol style="list-style-type: none"> 1) Draw the electron configuration for Na, Cl and K (Grade 4) 2) Define groups and periods (Grade 3) 3) Describe how elements are arranged in the periodic table (Grade 4) 4) Draw the electron structure for Neon. What do you notice about its electron structure?(Grade 3-4) 5) Draw the reactivity series. Where is this used in chemistry? Grade 4 	<ol style="list-style-type: none"> 1. Explain why elements in group 1 form positive ions. (Grade 6) 2. Alkali metals are rarely found by themselves and as an element-Why? Grade 5 3. Write a balanced symbol, equation to show the reaction between potassium and water (Grade 4) 4. Explain how and why metals are placed in order for the reactivity series (Grade 6-7) 5. Describe the trend in reactivity for the group 1 alkali metals (Grade 4) 6. Name the halide salt when bromine and sodium react .Write a word equation Grade 5. 7. Why are the group 1 metals called the alkali metals? (Grade 6) 8. 'Inert' means very unreactive. Explain why the elements in group 0 are inert (Grade 6-7) 6.State and explain the trend in reactivity for group 7 and group 1 elements (Grade 8) 7.How would you test for hydrogen, chlorine and carbon dioxide gas? (Grade 5) 8. Construct a balanced symbol equation for the reaction between magnesium and aluminium chloride (AlCl₃) Grade 7-9 											
<p>Literacy Define the following key terms (Grade 3 /4)</p> <ul style="list-style-type: none"> - Physical properties - Chemical properties - Displacement reaction - Ion - Melting points and boiling point - Density 												
<p style="text-align: center;">Skills/Numeracy</p> <ol style="list-style-type: none"> 1. Plot the following on a suitable graph (Grade 7) <table border="1" data-bbox="97 1413 762 1697"> <thead> <tr> <th>Conc Of HCL (m)</th> <th>Vol of gas produced (cm³)</th> </tr> </thead> <tbody> <tr> <td>0.1</td> <td>20</td> </tr> <tr> <td>0.2</td> <td>45</td> </tr> <tr> <td>0.4</td> <td>32</td> </tr> <tr> <td>0.5</td> <td>85</td> </tr> <tr> <td>0.6</td> <td>110</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. Draw a line of best fit and circle the anomalous point (Grade 6) 2. What was the independent and dependent variable? (Grade 4) 3. What equipment would you need for this experiment? (Grade 5) 		Conc Of HCL (m)	Vol of gas produced (cm ³)	0.1	20	0.2	45	0.4	32	0.5	85	0.6
Conc Of HCL (m)	Vol of gas produced (cm ³)											
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Enhanced Further Learning: **Physics**

Easier Tasks	Harder Tasks
<p>Q1. Give a use of radio waves (Grade 1- 3)</p> <p>Q2. What do all electromagnetic waves have in common? (Grade 4)</p> <p>Q3. Draw and label the EM spectrum in order of frequency (Grade 5)</p>	<p>Q1. Describe what happens to the frequency of electromagnetic waves as wavelength decreases. (Grade 5)</p> <p>Q2. Suggest one advantage to using microwaves rather than light waves to transmit phone signals over long distances (Grade 6-7)</p> <p>Q3 Explain how visible light is used to transmit phone signals (Grade 6)</p>
<p style="text-align: center;">Literacy Grade 9-1</p> <p>Define each key term:</p> <ul style="list-style-type: none"> -Frequency -Amplitude -Wavelength -Radio waves -Gamma rays 	<p>Q4. Explain why some electromagnetic radiations cause ionisation, but others do not. (Grade 6-7)</p> <p>Q5.Explain how visible light is used to transmit phone signals. (Grade 7)</p> <p>Q6. Explain why it is important that hospital staff are exposed to as little X-ray radiation as possible. (Grade 7-9)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Grade 9-1</p> <p>Write down the equation for wavelength; Include units</p> <p>Calculate the frequency of a sound wave with wavelength 2m that travels at 320m/s. Show your working with correct units.</p>	<p>Q7 Explain how a night vision camera works. (Grade 7-9)</p>

Enhanced Further Learning: **Sociology**

Easier Tasks	Harder Tasks
<p style="text-align: center;"><u>Key exam knowledge</u></p> <p>Give examples of criminal and deviant behaviour using a spider diagram.</p> <p>State briefly the differences between crime and deviance and provide examples.</p> <p>What is the stereotypical criminal and can you explain your answer?</p>	<p style="text-align: center;"><u>Exam skills for questions. Grade 3-9</u></p> <p>Discuss the alternatives to jail sentences and explain whether or not you feel they are successful in reducing the amount of crime committed.</p> <p>Explain what sociologists mean by 'Agents of Social Control.'</p>
<p style="text-align: center;">Literacy</p> <p>Write a definition and a little explanation for each of the following words:</p> <p>Agent of social control Official crime statistics Victim Survey Self-report survey Sub-culture Peer group pressure ASBO Chivalry thesis Ladette Anomie Institutional racism White collar crime</p>	<p>Describe one way in which recent governments have attempted to reduce the level of crime in society and explain how successful the policy has been. (5 marks)</p> <p>Discuss how far sociologists would agree that an act some people would see as deviant might not be seen as deviant by other people (think time, place, social context and culture!). (12 marks)</p> <p>Discuss how far sociologists would agree that social class is the main reason behind criminal behaviour. (12 marks)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Research about official criminal statistics. Give examples of the 'type' of statistics are measured? How does this link to the dark/hidden figure of crime?</p> <p>How does the media 'amplify deviancy'?</p>	<p>Discuss how far sociologists would agree that teenage crime and deviant behaviour result from parents failing to socialise their children correctly (think sociological, psychological and biological explanations of crime!). (12 marks)</p> <p>Explain and give examples of the different types of white collar crime.</p>